Equitable Treatment of Students and Pedagogical Collaboration between Instructors in Multi-Sections

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Project Goals

We created and implemented Canvas Templates across all sections in CHIN 461/463, CHIN 471/473, CHIN 481/483, and CHIN 491/493 to realize the following goals:

- Multi-sectional pedagogical consistency in course design and delivery
- Improvement in academic communication skills in learning outcomes
- Flexibility, cost-saving knowledge sharing, and online community in learning experience
- Connection of course designers and deliverers to establish collaborative team

Conceptual Framework and Project Evaluation

Toward Achieving "Equitable Treatment" of Students in Multi-Section Courses

- Use of the same learning outcomes, same/similar evaluative exercises and assessment along with same/similar grading schemes
- Use of Canvas course template for same look and feel, course structure and navigation
- Faculty buy-in through supporting multi-section teaching team activities, communicating the project value and benefits, and sharing evaluation results
- Mutual agreement and development of common core course content while making optional topics available for use according to each instructor's area of expertise
- Development of multi-section course design/revision guidelines that require instructors to follow for future revision of a multi-section course

Multi-Sectional Consistency

All 8 Canvas templates provide the following "equitable treatment":

- Master design of modularized learning
- Assignments design in alignment with learning objectives
- Course banner combination signaling visual consistency

Learning Outcomes

All 8 courses enhance academic quality in students’ learning with

- Enriched course contents and learning modes
- Standard academic writing skills training
- Experiential learning activities on Canvas Templates

Learning Experience

In all 8 courses we enrich students’ learning experience with

- Flexible and cost-saving learning (e.g., online quiz banks and digitized materials)
- Autonomous learning (e.g., online discussion, study group)
- Asynchronous and synchronous learning (traditionally online teaching and sustainable in future post-COVID-19 in-person teaching)

Pedagogical Collaboration

The project has cultivated authentic "communities of practice" by

- Collaboration in course design, development and delivery
- Collaboration between students and instructors
- Collaboration among Arts ISIT, CTLT and Asian Studies

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References


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